Prospectus for the Establishment of Indianapolis Respect Academy

An Edison Partnership School

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4150 Michigan Avenue
Indianapolis, IN 46218

The Indianapolis *Respect* Academy
Executive Summary

A. Mission Statement

The mission of Indianapolis Respect Academy is to foster and develop successfully empowered student leaders through highly structured military-style training, with an emphasis on discipline and respect for self and others, coupled with a strong academic focus.

B. How community needs will be Met

The Indianapolis Respect Academy will meet the needs of the community by providing families of the community an additional choice regarding where their children will be educated. On numerous occasions parents have contacted the founders of Indianapolis Respect Academy for assistance with disciplining and fostering a respectful attitude in their children. This school is an answer for those parents.

The founding team of the Indianapolis Respect Academy has a proven track record in Indianapolis and is confident of its capacity to successfully continue this track record in the charter schools arena.

C. Educational Foundation

The Indianapolis Respect Academy's educational foundation philosophy is that academic instruction, delivered in an environment of discipline, structure, respect and appreciation for heritage, will foster productive citizens for the 21st century.

The education foundation is in part based on the success of military academies for students in all grade levels nationwide. **It is the philosophy of The Indianapolis Respect Academy (IRA) that environment determines attitude, that attitude determines aptitude; and that aptitude determines the level of success that a student will achieve.** For this reason IRA will instill in every student a significant appreciation for the opportunity to learn and a focus on the importance of their own actions in their development as students, citizens, and productive members of society.

Our education program embraces a researched-based curriculum and will utilize instructional practices that have been proven effective with students who are more apt to succeed in a creative learning environment. Throughout their entire time in Indianapolis Respect Academy, the academic endeavors of students will also be reinforced with core values to include ch*aracter, discipline, respect for others and self, responsibility, and integrity.*

By combining a comprehensive school reform program from the New American Schools Development Corporation, The Success For All Program, with the basic tenets of discipline and respect that have been developed at the New Directions Academy in Indianapolis, The Indianapolis Respect Academy is prepared to deliver a powerful educational and leadership development program designed specifically to ensure the success of its students.

D. Plan for Meeting Proposed School's Educational Goals

With a powerful philosophy as its guide, The Indianapolis Respect Academy will be founded on several research-based fundamentals that are especially effective with students who are more apt to succeed in a creatively structured educational environment. To this end, The Indianapolis Respect Academy will adopt the following principles:

- **A creative and academically challenging curriculum.** The Indianapolis Respect Academy's curriculum is built around six key components: a*) E**xcellence in academic development;* b*) C**ore values to include discipline, respect, responsibility, and integrity; c) An appreciation for heritage; d) An emphasis on physical fitness and health; e) A sharpening of students mental and physical focus and coordination through military style training.* High standards of excellence and achievement are incorporated into each key component.
- **Increased accountability through continuous Student Assessment**. The Indianapolis Respect Academy will track and evaluate Student progress through continuous measurement and evaluation of student academic and social development. In addition to the IRA specific assessment tools (pre and post testing, regularly scheduled quizzes and tests, and computer based testing), student performance will also be assessed through ISTEP testing as well as any testing/assessments specific to the district that a student officially resides in.
- **A concentrated focus on Technology Based Learning**. One key goal of the Indianapolis Respect Academy is to ensure that all students are not only computer literate, but are also well equipped to operate effectively in our technology based society. To accomplish this goal every student in the second grade and above will have access to a state of the art computer system, which will also be utilized for home-based learning. In addition every teacher, administrator, and principal will have access to a state of the art computer system at school and at home. Each staff computer system will also be networked, linked to the Internet, and have an e-mail account. Finally, classroom instructional aides will include networked computers with Internet access, web-based educational resources, TV-VCR, video based learning, and video conferencing capabilities.
- **A working partnership with Parents**. An intricate factor in the success of students who attend Indianapolis Respect Academy will be the degree to which parents are involved in their child's academic and social development. To this end, Indianapolis Respect Academy will require parents to participate in periodic parent-teacher conferences to assist in the success of the Academy. Parents will also be required to volunteer in the Academy by becoming advocates for excellence in education, which in turn helps to strengthen our community. In addition, parents will partner with the IRA's mission to help their child succeed through the establishment of P.I.E. Teams (Parents Involved in Education). These teams, which will be required to meet on a regularly scheduled basis, serve as parental support groups, as well as encourage parents to be continuously active in their child's educational process.
- **A Community Based and Community Supported Learning Environment.** The Indianapolis Respect Academy, as a priority, is designed to be set forth as an institution driven to meet the needs of the community through intentional

community collaboration. The founding team of The Indianapolis Respect Academy is comprised of key members who have a thorough understanding of the needs of the Indianapolis community in addition to being long-time residents and servants within the community. This makes the possibility for successful community relations a win-win situation.

E. Business Plan Description

In its first year of operation (2003-04) The Indianapolis Respect Academy will require both a start-up budget and an operating budget. The Indianapolis Respect Academy's founding team has well established business relationships within the legal, banking, taxation, auditing, and financial communities. These relationships will ensure that the Indianapolis Respect Academy is thoroughly equipped to always maintain the utmost fiduciary responsibility. The Indianapolis Respect Academy will also be retaining the services of Edison Schools, an education management organization. Edison Schools has significant capital resources and experience in developing budgets for charter schools and managing the day-to-day business operations.

F. Capacity to Implement

The Indianapolis Respect Academy Board of Directors will govern Indianapolis Respect Academy. The Board shall have all powers and duties permitted by law and the charter to manage the business, property, and affairs of Indianapolis Respect Academy. The Board will assure that the school operates according to the terms and conditions of the granted charter. The founding team of The Indianapolis Respect Academy is comprised of the leadership of Bishop T. Garrott Benjamin, Jr. who serves as the Academy's Chairman of the Board, and Pastor Preston T. Adams who serves as CEO and the Academy's Authorized Representative. Bishop T. Garrott Benjamin, Jr. is the Senior Pastor of Light of the World Christian Church (LWCC), a 3000-member congregation with a 135-year history of service to the Indianapolis community. Bishop T. Garrott Benjamin, Jr., has served as the Senior Pastor for the past 32 years. During his successful tenure with LWCC, Bishop T. Garrott Benjamin has successfully implemented numerous community based programs and organizations. Several of these programs and organizations include:

- **The Respect Academy Child Development Center -** provided academic and social skills development to children from the Indianapolis community in grades preschool through second for a period of eight (8) years.
- **Stop the Violence Save the Children Forums -** successfully brought together Marion County School Superintendents, community leaders, residents and students for meaningful dialogue and action designed to eradicate violence in our schools.
- **Project IMPACT – Indianapolis -** a national based 501 (c) 3 agency founded nationally in 1984 and headquartered in California, Project IMPACT was established locally in 1989. Project Impact serves youth and their families who are referred from the Marion Superior Court, Juvenile Division where The Honorable Judge James W. Payne presides. Since its inception Project Impact has

provided services to over 1000 families and has also successfully renegotiated its contracts with the Juvenile Court three (3) successive times.

- **The New Directions Academy –** Also under the oversight of the Marion Superior Court, Juvenile Division serves youth (87-115 total) with discipline problems, who are referred from sixteen (16) school districts across Marion County. As a result of its successes Project Impact – Indianapolis was also contracted by Judge James W. Payne to serve as the management team for New Directions Academy. In this capacity the Project Impact-Indianapolis Management Team is responsible for all aspects of the day-to-day operations of the New Directions Academy to include educational training, and the safety and well being of all students who are referred to the Academy. Pastor Preston T. Adams serves as the Chief Executive Officer of Project Impact – Indianapolis and as the Superintendent of New Directions Academy.

Light of the World Christian Church also has extensive resources to ensure the successful opening of the Indianapolis Respect Academy to include financial, legal, educational, corporate, and other diverse forms of professional expertise. This expertise is derived from its membership, its extensive community and its national networks and relationships.

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I. Vision

A. Mission

The mission of Indianapolis Respect Academy is to foster and develop successfully empowered student leaders through highly structured military-style training, with an emphasis on character building, discipline and respect for self and others, coupled with a strong academic focus.

B. Need

Many Americans believe that our nation is in deep moral decay. Our students are bombarded with conflicting messages about how they should live their lives and what they should believe and their behavior reflects this. These factors have a direct affect on the ability of students to concentrate on academic, personal, and emotional development.

Parents are seeking options. The traditional methods of educating students, while effective for some, are at times unable to reach the diversity of students in need of education today. Experts have long recognized that students have different learning styles and therefore are in need of different forms of learning methods. Parents want their children to be educated in the "Three Rs" (Reading, Writing, and Arithmetic), and they are also looking for an environment in which their children can learn leadership and character building skills. Students need comprehensive training in life skills, self-esteem, discipline, and respect, for others and for self.

Charter schools offer choice. Frequently, because of a lack of resources (financial or otherwise), parents do not have choices. While they desire a well-rounded education for their children, the opportunity is often not there. For example, in the Indianapolis Public School (IPS) system, where it is anticipated that a significant portion of our student population will come from, approximately 71% of the student population qualify for free/reduced lunches. IPS has an African-American population of 69% and a growing Hispanic population that has increased 300% over the past three years. There is a significant class and cultural divide between the majority of the personnel of the school district and the majority of the parents. Finally, parent participation in the schools is low, coupled with the fact that over 55% of the students come from single parent homes. This has directly resulted in a high rate of suspensions, expulsions, and dropouts in the public schools system as a whole.

According to USA Today, Indiana ranks in the top 10 in the nation for unfit and unhealthy students. When children are more fit and healthy, they feel better about themselves. Studies have shown that exercise stimulates mental awareness and overall coordination and balance. The military based model of the IRA includes physical training and coordination as an intricate part of its strategy. This provides corrective action aimed at reversing this adverse trend.

Westpoint, the United States Military Academy, is the model for Indianapolis Respect Academy. It does more than train soldiers – it creates leaders. IRA will combine a powerful founding team, substantial financial resources, and a strong community network to use this same model of discipline, respect and academic rigor to create the leaders of tomorrow at the *Westpoint* of the Indianapolis Public School System.

C. Goals

- *Academic Performance:*

To achieve a 5% growth on the ISTEP each year
The student achievement goal is to raise student performance over the life of the charter – specifically to achieve a 5% growth each year (with the first year as a base line). Student performance will be measured not only by the Indianapolis Student Test of Educational Progress (ISTEP), but also by the Stanford Achievement Test, 9th Edition (SAT9). This nationally norm-referenced test will be administered to students in the second grade and above during the fall semester of the first year to create baseline data. It will then be administered during the spring of that first year to measure progress, and then again each subsequent spring.

Thus, after five years (with the first year as a baseline), the Board might expect 20% cumulative growth for the number of students at or above proficiency levels. On the SAT9, the school's annual objectives would be to raise same cohort performance by 3 national percentile ranks each year across all subjects.

- *Organizational Viability:*

To have strong financial management and budget controls
The Board and Edison expect IRA to be an excellent steward of its financial resources. The school will develop consistent and accurate financial management processes. Achieving financial management standards in areas such as purchasing, payroll, maintaining fund accounts, and other financial processes including budget planning and management are required. Public reporting of accounts and budgets will be compliant with Indiana statutes. Most importantly, IRA will be responsible for meeting the financial goals set forth in its annual budgets—goals for revenue, expenditures, and gross and net site contributions. A hundred percent of all funds will be managed using GAAP methods, interim reports to the Governing Board, and annual audits conducted by an accredited accounting firm. IRA will be measured on how effectively it manages its finances.

- *School-specific Objectives:*

To achieve high levels of parent, faculty and staff satisfaction
The school will be measured on the level of customer satisfaction. Each year, Edison commissions Harris Interactive (formerly the Gordon S. Black Corporation) to survey parents and students. Harris Interactive is one of the nation's leaders in helping schools and other enterprises understand their customers and improve their clients' (i.e. the students, parents and teachers) satisfaction. Harris Interactive will analyze the results of its surveys and provide IRA with extensive diagnoses of what they need to do to improve client satisfaction.

II. Who We Are

A. Founding Group

Please see TAB 1 for leadership information.

III. Educational Services Provided

A. Educational Philosophy

Educational Foundation

The Indianapolis Respect Academy's educational foundation and philosophy was developed to align with our mission that academic instruction, delivered in an environment for discipline, structure, respect and appreciation for heritage, will foster productive citizens for the 21st century.

The educational foundation is in part based on the successes of military academies for students in all grade levels nationwide. It is the philosophy of IRA that environment determines attitude, attitude determines aptitude, and aptitude determines the level of success that a student will ultimately achieve. For this reason the IRA will instill in every student a significant appreciation for the opportunity to learn and a focus on the importance of their own actions in their development as students, citizens, and productive members of society. Throughout their entire time in IRA, the academic endeavors of students will also be reinforced with core values to include *character*, *discipline*, *respect for others and self*, *responsibility* and *integrity*.

The academic program of IRA will represent the influence of several core principles that reinforce the vision and mission of Indianapolis Respect Academy. Some of these are part of the core values of Project Impact and New Directions Academy, programs currently in operation under the leadership of IRA's founder, Bishop Benjamin; others are fundamentals of the Edison program. Together they will comprise the foundation of the IRA education experience.

These principles include:

Military style training: IRA will operate on the principle that a strong body is necessary for a strong mind. As part of the daily education experience, students will participate in calisthenics and other physical drills that will increase focus, endurance and promote good health.

Schools organized for every student's success: IRA will have a unique academy and house structure provides a small school experience for every child. (For more detail see the diagram on page 26)

Discipline based environment: Students and staff at IRA will operate in an environment that emphasizes the respect that should be accorded each individual based on their role in the organization. Students and staff will be assigned various stations, similar to military rankings, and privileges and interactions will be in accordance with this hierarchy. Improper, uncontrolled, unruly behavior will not be tolerated.

A rich and challenging curriculum: IRA will implement a school design that sets high standards and expectations for all students and provides resources in materials, instructional systems and support to meet those needs.

Research-based and purposeful instruction: IRA will benefit from an education program where the curriculum, instruction, and assessment are aligned so that each of these important components of the educational process seamlessly reinforce each other throughout a student's educational experience.

Assessment that provides accountability: Students and teachers will constantly be measured for performance against clear standards in physical fitness, academic performance and responsible conduct.

Technology for an information age: IRA will have a state-of-the-art technology system including laptops for all teachers, a full video, voice and data network for the school facility and home technology that allows families to connect to Edison's intranet at no cost.

A partnership with families: As Indianapolis Respect Academy seeks to create its own unique identity in the Edison family, this aspect of the program will be fundamental in creating a culture that truly exemplifies respect, discipline and leadership throughout its entire educational experience.

Radical improvement in any one of the items listed would bring major improvement to a school, but it is by putting them all together into a coherent strategy that IRA will achieve dramatic results. Schools succeed when they motivate students and nurture their inherent desire to learn. To foster this desire, the IRA design applies what is known about human motivation. Students are motivated when the work they do is important, has meaning, and is challenging. IRA will make this possible by setting high standards and expectations. Psychologists talk of the crucial role of expectations in determining behavior. Educators have observed that students work up – or down – to expectations. With continuous attention to students' progress and adjustment of instructional methods to individuals, teachers set standards that are ambitious yet attainable. Students know the performance standards they must meet in order to move from one level to the next. If they meet the standards early, they move quickly on to new challenges. If they need more time, they have it, along with plenty of support. IRA is committed to an assessment system that encourages and gauges the thought processes that our instructional program favors.

Instructional Methods

Edison's academic program and commitment to differentiated instruction provides significant support for an educational environment that can serve the diverse needs of all children within their peer groups. Homogeneous ability level reading groups, in particular, allow instruction specifically targeted to each student's need level. Additional programmatic supports, depending on Academy level, will include but will not be limited to the option for ability level grouping in mathematics, enlistment of the Family and Student Support Team (FASST) on behalf of students at risk of retention, remedial support (*Success For All* tutors), and Special Edison Support (SES) team pull asides, where appropriate. These resources will not only be brought to bear in an intervention to ensure that all that can be done to support a child's educational advancement will be done; but will also provide supportive evidence for whatever decision will be made on behalf of the student. In short, every available instructional method that has proven effective will be put to use at IRA in an intentional way, with the focus on doing whatever it takes to accomplish the school's number one goal: student achievement.

Research behind Edison Design

The Edison School Design is the result of a comprehensive research project conducted by a team of approximately thirty full-time professional employees and scores of outside experts. Edison's design team included respected education researchers, curriculum developers, teachers, principals, school administrators, writers, technology specialists, and experts in school finance and management. The external consultants represented virtually every field and sub-field of K-12 curriculum development. Together, they brought a wide range of cutting-edge perspectives on how to improve education through the reform of curriculum, instruction, assessment, professional development, school organization, and most other elements of education.

The research embodied in the Edison School Design is both primary and secondary. The primary research sent Edison staff literally around the world to see and experience what works in K-12 education. Staff members visited exemplary schools and had extended conversations with exemplary educators; they had

hands-on experience with technology systems and software programs; they examined financial management systems; and they reviewed hundreds of school programs and met with the creators and practitioners of those programs.

Edison's secondary research was quite extensive and systematic. In every area of school design, Edison aimed to assemble the best scientific evidence of the effects of potential reforms—a process that led Edison to consider the work of renowned social scientists in this country and around the world.

A successful school must be greater than the sum of its parts. Edison has picked and chosen from many successful programs, including some that are already in wide use in the education community. It is not possible to list every research study that informed the Edison school design. However a select number of especially influential studies are provided below.

School Organization

Edison is committed to schools that are small and focused, professional and collegial, and supportive and individualized. This is partly based on the original research of one of the professional staff members, John E. Chubb, who studied school organization for ten years at The Brookings Institution. Also influential is the massive British study by Michael Rutter, Barbara Maughan, Peter Mortimore, and Janet Ousten, "Fifteen Thousand Hours: Secondary Schools and Their Effects on Children." In general, Edison has been influenced by the body of organization research commonly known as "Effective Schools" research. But Edison has been especially mindful of the uneven quality of this work, and attention was focused on the most scientific and reliable studies, nicely summarized in Marshall Smith and Stuart Purkey's important analysis, "Effective Schools: A Review," which was published in the *Elementary School Journal*. Finally, Edison has taken serious account of Rand's path breaking study of successful urban high schools, "High Schools with Character," authored by Paul T. Hill, Gail E. Foster, and Tamar Gendler.

School Community

It is commonplace to believe that schools cannot succeed without the reinforcement of families and communities. But few researchers have been able to document just how important these influences are, or to credibly demonstrate how to improve them. On these points, Edison has been especially moved by the work of Yale University psychologist James P. Comer, as reported in his *Scientific American* paper, "Educating Poor Minority Children," and the work of University of Chicago sociologist James Coleman in his book, *Public and Private High Schools: The Impact of Community*.

Children Who Are At Risk

A key element of the Edison School Design is its emphasis on building strong basic skills—early and in everyone. The surest way to promote school success is to provide students with a firm foundation in literacy and numeracy skills before they enter third grade. Correct small problems before they grow into large problems—that's part of the guiding philosophy behind the program for primary students. In creating the primary program, Edison has been impressed with a range of strategies and practices. But Edison has been especially impressed with the work of Robert Slavin, a Johns Hopkins University sociologist with a remarkable and well-documented track record of developing basic skills with students who are at high risk of academic failure. Edison's early cooperative learning programs, for example, reflect Slavin's commitment to individual accountability, and Edison's investment in tutors grows especially out of the effectiveness of tutors in his *Success for All* program, one that many school districts already use. In fact, Edison has adapted Slavin's *Success for All* program for use in its elementary schools. One compilation of Slavin's research that is especially compelling is *Preventing Early School Failure*, co-authored with Nancy Karweit and Barbara Wasik.

Curriculum, Instruction, and Assessment

In the Edison School Design, the cornerstones of the education program were developed simultaneously and are, therefore, closely aligned. The school design begins with high academic standards. Countless studies document the effect of high expectations and ambitious coursework on student achievement. For example, James Coleman, Thomas Hoffer, and Sally Kilgore in *High School Achievement.* Our curriculum also places a premium on active learning—or the "constructivist" approach to education. We've been especially influenced by recent work in cognitive psychology that provides major insights into patterns of learning. The best of this research is summarized by John T. Bruer in *Schools for Thought: A Science of Learning in the Classroom*. Along similar lines, we are committed to an assessment system that encourages and gauges the thought processes that our instructional program favors. Work by University of Pittsburgh psychologist Lauren Resnick and the New Standards Project is particularly convincing.

As for specific areas of the curriculum, attention has been paid to the California, Massachusetts, and Virginia frameworks and the national standards produced by professional academic associations in the United States, such as the National Council of Teachers of Mathematics. The British National Curriculum standards are especially impressive among international models. None of these curricula, however, are directly embraced in the Edison School Design. Some of Edison's most original work lies in the development of our Academy Standards and Curriculum Frameworks.

Technology

Technology holds remarkable potential to stimulate thinking and learning. Probably no one has more convincingly demonstrated the creative educational power of technology than MIT mathematician Seymour Papert. In addition, Edison closely monitored the success of Indiana's "Buddy Project," which put computers into the homes of high-risk students. The success of that project was instrumental in Edison's decision to loan computers to families with a student in grades three and up. Finally, Edison's technology program has benefited from many talented educators and researchers working with us in the New York office.

B. Curriculum

By implementing the Edison School Design, IRA will offer a challenging, innovative and flexible curriculum that will provide Indianapolis teachers and students with a program of distinction. For example, to help teachers and students satisfy its standards, Edison has adopted or created instructional programs, either proven in research or based on proven best practice, to facilitate high achievement for all students. These programs include *Success for All* or *Open Court* for K-5 reading, *The University of Chicago School Mathematics Project* (UCSMP) for K-6 mathematics, *BSCS* for K-8 science, and *The Wilson Reading System* for remedial reading—each an exemplar of the sound pedagogy that Edison promotes in every classroom.

Please find below an overview of IRA's proposed instructional program and teaching information for grades K-8.

1. Communication Arts

K-8 Reading

IRA's reading program will foster a high level of literacy, incorporating a balanced literary approach that stresses phonics in the primary grades. These high learning expectations will help students become competent and confident readers.

- **K-1**: Students in the beginning reading program will use a series of phonetically regular books to demonstrate how print is organized, recognize the structure of words. This will be scaffolded with activities such as developing knowledge of story structure, specific comprehension skills, and integration of reading and writing to create a balanced approach to literacy. Students will read from a variety of genres to identify similarities of characters, and to connect events or settings to real life experiences. Students will leave the program able to read high-frequency words fluently and to monitor their own reading.

- **2-5**: Students will use a literature-based reading program with cooperative learning to select, read, share information, and identify elements from a wide variety of genres. Students will engage in activities to enable them to demonstrate critical reading skills by identifying literary elements, author style, point of view, and problem-solution. This continued balanced literary approach will provide practice in story structure, prediction, summarization, and continuing decoding practice. Students will leave the program able to comprehend literary works and expository texts using prior knowledge, and able to make valid judgments using explicit and implicit structures.

- **6-8**: Students in the IRA-created, literature-based program will use a literature anthology and novels to become effective readers as they interact with content material and become critical readers. The literature includes many selections from a wide variety of sources including World Cultures Literature, African American Literature, and Multicultural Literature with Hispanic Emphasis. Authors include Alex Haley, Walter Dean Myers, Sandra Maria Esteves, Joyce Hansen, Rudolfo Anaya, and Esmeralda Santiago, among others. Students will be able to comprehend and interpret literature and draw conclusions about how setting, theme, or plot impacts characters. Students will identify author's tone, point of view, and purpose. Students will leave the Junior Academy able to understand the meaning of text using a variety of strategies, and able to conduct self-directed research.

K-8 Writing

IRA's core curricula will teach writing as an essential means of communication, and will actively engage students in the writing process and encourage them to express their ideas in a personal manner.

- **K-2**: IRA's writing program will be taught through the writing process with an in-context approach to spelling, grammar, punctuation, and usage. Student work will be gathered in portfolios that demonstrate knowledge of and ability to use the writing process, and the ability to use the appropriate grade level rules and conventions in writing. Students will leave the primary academy able to write in complete sentences with legible handwriting. Students will be able to revise writing to change confusing words, phrases, or thought order. Student resources are grade level books from the *Write Source series* (*Write One* and *Write Away*) as well as sets of thesauruses and dictionaries.

- **3-5**: The writing program will be taught through the writing process with students writing in a variety of genres, adjusting the style to the intended audience. Students will demonstrate the ability to use rules, standards, and conventions in writing. Students will be able to edit their work for overused words and respond to editing suggestions. Students will leave Edison's Elementary Academy able to write a clearly stated report on a curriculum-related topic using several sources. Students will be able to request information in a business letter and correspond on the Common. Student resources will be grade level books from the *Write Source* series (*Write on Track* and *Writers Express*) as well as sets

of thesauruses and dictionaries. Edison *Writing Benchmarks* (a monthly assessment tool described below) give teachers clear information on student achievement in writing and the ability to focus on areas that need improvement.

- **6-8**: The writing program will be taught through the writing process, allowing students to develop skills and expertise as writers. Students will acquire a variety of prewriting strategies and will be able to write effectively in a variety of forms and genres. Students will be able to evaluate and revise work to improve clarity and organization, and incorporate transitional phrases. Students will vary sentence structure for emphasis and apply spelling rules and references to produce quality work. Students will become proficient on the computer, and will publish finished edited pieces. Student resources will be grade level books from the *Write Source* series (*All Write* and *Write Source 2000*) as well as sets of thesauruses and dictionaries. *Edison Writing Benchmarks* give teachers clear information on student achievement in writing and the ability to focus on areas that need improvement.

K-8 Oral Communication
The core curricula for oral communication will teach students to communicate clearly and with confidence, and will help students become informed, intelligent communicators, whether one-to-one, or in a group.

- **K-2**: The oral communication program will help young students make sense of the vast amount of information that comes to them aurally. In the Primary Academy, two of the most important applications of listening skills will be comprehending classmates' oral reports and listening to stories. Students will develop communication skills to share information with classmates and participate in discussions. Students will be able to act out a favorite part of a story, give a book talk, or memorize a poem. Students will leave the Primary Academy able to recite name, telephone, number and address, and introduce a visitor to the class as a greeter.

- **3-5**: The oral communication program in the Elementary Academy will allow students to use communication as a mechanism for presenting information in a variety of formats and settings. Students will strive for coherence, clarity, and a compelling manner in speaking. Students will be able to introduce classmates, give directions, and share ideas and opinions on a topic. Students will develop and apply listening strategies when they watch the speaker for expressions, and determine what questions to ask the speaker. Students will leave the Elementary Academy able to listen for false claims and reconsider their own opinions as information is presented.

- **6-8**: The oral communication program in the Junior Academy will provide students with numerous opportunities to define and express their opinions in different forums: whole class discussions, individual and group oral presentations, small group, and partner discussions. Students will be able to identify elements of persuasion and appeal, prejudice or bias, fact and opinion, while communicating. Students will leave the Junior Academy able to follow agreed-upon discussion guidelines to avoid monopolizing time, interrupting others, or showing disrespect or impatience. Students will clarify misunderstandings by asking the speaker to restate a statement or opinion.

3. Math

K-8 Mathematics
The proposed program will stress a balanced approach to mathematics, emphasize exploration and application, while at the same time practice and improve fundamental skills.

- **Philosophy:** The guiding principles will rely upon the belief that every child can learn; every child must learn by doing; technology is the future of education; every child must be able to coherently explain and apply math rather than spout rote facts; and that every child should be accurately assessed in various ways.

- **K-2:** In the Primary Academy, IRA students will be engaged in *Everyday Mathematics*, a hands-on, manipulative-based program that encourages students to explore the relationship between numbers rather than focusing on rote process. Students will explore patterns behind numbers and number systems before moving on to examine the relationships between numbers and the basic operations. Students will be encouraged to examine not only the algorithms behind computational procedures but also the reasoning for those algorithms. *Everyday Mathematics* is the commercial title of the math program developed by the University of Chicago and originally known as the **University of Chicago School Mathematics Project.**

- **3-6:** In the Elementary Academy, IRA's students will be engaged in *Everyday Mathematics*, a curriculum that encourages teachers and students to go beyond arithmetic and to explore more of the mathematics spectrum by investigating data gathering and analysis, probability, geometry, patterns, and basic algebra. This curriculum is project-based, requiring students to master not only the arithmetic skills of the curriculum, but also the social and communication skills involved in cooperative groups. Students will be involved in various cross-curricular activities that not only reinforce their number sense and computational ability, but also open up discussions of larger themes. Some of these activities include a unit on space, travel across the United States, and travel around the world. The focus is on fractions, computation, and data analysis.

- **7-8:** In the Junior Academy IRA's students will be enrolled in *UCSMP Transition Mathematics,* a pre-Algebra course that introduces students to the foundation needed to successfully complete algebra. Students will begin the year solidifying their knowledge of the decimal system and basic skills before jumping to variables and solving equations by mid-term. By the end of the year, students should be able to solve complex algebraic equations, and learn to graph solutions on a coordinate plane. Students who begin the junior academy with weak math skills may take two years to complete *Transition Mathematics.* Most students begin the *USCMP Algebra I course* in Grade 8. Students leave the Junior Academy fully prepared to meet the challenges of high school.

4. Social Studies

K-8 Social Studies

- **Grade K-3**: A course called *A Distant Place* will be offered that looks at thematic topics, our place in the solar system, the Earth as our home, dinosaurs, early civilizations, trade, and the American Scene around geography, chronology, history and civics, and economics. The purpose of this course of study is to help youngsters link worlds far away to their current place in space and time. Students at this age are also fascinated by the drama of space and prehistoric times. In grades 4 and 5 students deal with their community, state and nation—the here and now.

- **Grade 4-5:** The program will offer a full survey of U.S. History. This emphasis could easily be adjusted, though local partners often find that Edison's longer school day and year allow more content to be covered than would normally be the case. With 45 minutes per day and typically 190 days per year set aside for social studies, fifth graders are capable of experiencing a quality survey of U.S. History highlighting major themes from the age of exploration through current times.

- **Grade 6-8:** In grades 6 and 7 the program will offer the second year of its world history sequence. IRA believes that in a world where communication, transportation, and trade are rapidly bringing nations of the world together, and in a nation where immigration from all over the world continues to shape American society profoundly, it is vital for students to understand the entire world. For this reason three years (grades 6, 7 and 10) are devoted to world history. In grade 8, the first of a two year sequence of US History will be offered.

- The program will integrate economics and geography throughout its K-8 curriculum. The social studies curriculum is based every year on an integration of four fields of knowledge: history, geography, economics, and civics.

5. Science

K-8 Science
As well as developing students' understandings of the Content Standards, the science curriculum in grades K-8 will embody the Science Teaching Standards and the standards for Assessment in Science Education expressed in the National Science Education Standards.

- **Organization & Structure:** The science program is a constructivist instructional model that will provide teachers with strategies for addressing how students learn and understand science. The proposed program is a hands-on inquiry based program. The course content in grades K-8 is structured somewhat differently in the two programs. In the program in grades 1-5 there are four modules each year in the areas of physical science, earth and space science, life science, and science and technology. In grades 6-8 the science program is taught from an interdisciplinary design that incorporates physical, earth, and life sciences with a strong emphasis on the relationship between science and technology.

- **K-5:** In the Primary and Elementary Academies, IRA's students will be engaged in *BSCS Science T.R.A.C.S.* The modules in the Physical Science, Earth and Space Science, and Life Science strands incorporate the abilities and understandings of scientific inquiry and those in the Science and Technology strand emphasize the abilities and understandings of technological design. Each module of the *BSCS Science T.R.A.C.S.* program engages students in the processes of scientific inquiry and technological design. Hands-on activities will allow students to explore objects, events, and organisms in their environment and invite them to develop and explain concepts in their own words, both orally and by writing and drawing. In grade 1 students will investigate properties, earth materials, animals and their needs, and test materials. In grade 2 students will investigate position and motion, weather, plants, and design sound systems. In grade 3 students will investigate electrical systems, objects in the sky, life cycles, and designing structures. In grade 4 students will investigate changing properties, the changing earth, ecosystems, and solving pollution problems. In grade 5 students will investigate heat and changes in materials, weather systems, human systems, and designing environmental solutions.

- **6-8:** In the Junior Academy, IRA's students will be engaged in *BSCS Middle School Science and Technology*. Each unit of the curriculum is developed around a theme that unifies major ideas from all areas of science and technology and creates a coherent unit of study. *BSCS Middle School Science and Technology* creates opportunities for students to learn skills, develop concepts, and acquire attitudes in many areas of science and technology. In this curriculum, students learn the skills for working effectively in a group and the process skills that are required to participate actively in scientific investigations. Students will develop the key concepts necessary to understand the foundations of science and technology, such as the theory of plate tectonics, the particle theory of

matter, the chromosome theory of inheritance, the theory of evolution, the principles of design, cost-and-benefit analysis, and systems analysis. To keep studies rooted in the nature of science, the curriculum will also introduce students to scientific and technological attitudes such as accepting ambiguity, searching for evidence, working to support and justify answers, recognizing inferences, and not always expecting right and wrong answers or simplistic solutions to complex scientific questions or technological problems. In grade 6 students will investigate patterns of change in plant growth, the phases of the moon, volcanoes, earthquakes, weather, and natural disasters such as hurricanes. In grade 7 students will explore diversity and limits in populations, testing properties of materials, hereditary traits, and genes. In grade 8 students will investigate systems and change in body systems, evolution, energy systems, and exponential population growth.

6. K-8 Music and Visual Arts

IRA's philosophy of arts education is that all students should receive a comprehensive and sequenced arts education; that the curriculum should be discipline-based, encompassing studio production and performance, art history, art criticism, and aesthetics; and that fine arts should be an integral part of the school community.

Essential components of the **music** program include:

- All students will participate in the Signature Singing Program, which focuses on the aspects of vocal music via music composed exclusively for Edison that integrates with the core academic curriculum.

- All students beginning in grade 3 and continuing through grade 8 will receive instruction on the recorder. Students advance through the recorder program and are able to sight-read and write simple compositions for the recorder. This aspect of Edison's music program corresponds to the district's sub-strand of creating and writing, and playing and singing.

- All students will listen to and experience, via recordings and live performances, a varied repertoire of musical styles from K-8, which corresponds to the district's sub-strand of listening/appreciation.

Essential components of the **visual arts** program are:

- All students, beginning in kindergarten and continuing through grade 8 will focus on process and production skills through instruction in the elements of art and the principals of design.

- Art history, art criticism, and aesthetic valuing comprise the second component of Edison's 8 visual arts curriculum.

- *Standards Alignment*

IRA's education management partner, Edison, has specified its academic standards, by subject and grade, in a 300-page document entitled *Student Academic Standards.* Space limitations prevent its inclusion in this application. However, copies are available upon request. These standards were designed with the intent of meeting or exceeding state standards and a careful review of Indiana standards leads us to us to believe that is the case in this situation. Below an Indiana standard for physical education is compared to an Edison standard for physical education.

Based upon this comparison, it is clear that in meeting the Edison standard, a student will easily meet all the requirements for the state of Indiana. For example in designing and maintaining a personal fitness plan, a student would be required to think not only about what healthy physical activities they would

participate in, but also consider how these activities would benefit their personal fitness. Students would also spend a significant amount of time on setting goals and achieving them, a concept that will be reinforced in many aspects of their experience at IRA and its not addressed at all in the Indiana standards.

INDIANA STANDARD
Standard 3
Exhibit a physically active lifestyle.

Students begin to recognize the importance of physical activity and make independent decisions related to being active and maintaining a healthy quality of life. They seek out activities that will enhance their physical well being both in class and out of class activities.

8.3.1 Choose health enhancing activities for leisure time.
Example: Participate in a tennis match rather than playing video games.

8.3.2 Participate in a variety of activities based upon likes, dislikes, fitness needs, environment and availability of resources.
Example: Participate in interscholastic swimming after school.

EDISON STANDARD
Standard 5: DESIGN and maintain a personal fitness plan
Level 1
- Determine current health fitness and skill fitness.
- Write fitness goals based on needs, interests, abilities, and present level of fitness.
- Determine activities to help achieve goals.

Level 2
- Include warm-up, workout, and cool-down in personal fitness plan.
- Design and participate in a personal fitness plan that is fun and includes enjoyable activities.

Level 3
- Include exercises, sports and other activities in the development of a personal fitness plan.
- Participate in and modify (when necessary) the personal fitness plan.

- *Students with Limited English Proficiency*

Indianapolis Respect Academy, in compliance with all federal requirements and Title VI of the Civil Rights Act, *will not* exclude students on the grounds of race, color, or national origin or deny them benefits of any program or activity. For detailed explanation of Edison's English Language Learner's Program please see TAB 3.

IRA will be particularly advantageous to students whose first language is not English. These students will learn English in an environment in which English speakers also learn another language. At the same time, they will develop their native language skills and learn core subjects in their primary language, when appropriate. They will work in groups with other students who are just beginning to learn English; yet, through the school's house structure, they also will spend a great deal of time with students whose first language is English. Students will use school- and home-based technology to build their language proficiency as well.

Whether teaching will involve Specially Designed Academic Instruction in English or SDAIE (also referred to as Sheltered English) or the student's native language, the subject matter remains the same. For example, in a particular lesson, an LEP student may be in a homogeneous language ability group. Or

students may be provided with written copies of the reading to follow along as the teacher read aloud. Students would also be encouraged to gain content through listening comprehension. Like other students, these students would also be strongly encouraged to participate in the class discussion, even if only on a limited basis.

- *Students with Disabilities*

Depending upon the disability the student's involvement could vary significantly. If required, a student may have the entire lesson read to her, after the first reading including definitions of the vocabulary words, or the student may be given more time to process the materials. In addition, some students would benefit from pre-teaching of the vocabulary prior to the lesson. Students may also be given a more limited assignment or tools to make the writing assignment more manageable (graphic organizers, computers, a scribe). Students would be strongly encouraged to participate in the class discussion at whatever level was appropriate for that student. In Section III D. of this document, detailed information about the special needs program for the school is provided.

- *Below grade level students*

A student who was below grade level would participate in a lesson with a heterogeneous ability group of students. To address this student's particular needs due to their ability level, the student may be provided with additional vocabulary words and may be given the assignment to produce a shorter essay, but to also create practice sentences for each of the vocabulary words. Since below grade level students usually perform well with oral and listening skills when effort is applied, there is every expectation this student would fully participate in the class discussion.

In addition, one of the biggest hindrances for students who are below grade level is a difficulty with reading. In order to combat this, IRA will adopt the *Success For All* reading program at all grades and the Wilson reading program for students who have severe reading deficiencies in grades 4 and above. These two programs are both relentless in their focus on helping students read at grade level as soon as possible.

C. Assessment

IRA will meet all applicable assessment requirements prescribed by law for all Indiana public schools. In addition to the I-STEP, IRA students will take the Stanford Achievement Test, ninth edition (SAT9). This nationally norm-referenced test will be administered to all students in the second grade and above during the fall and spring semesters of the first year to measure first-year growth, and to establish a norm-referenced baseline. Students will be tested in reading, mathematics, and language. The SAT9 will then be administered during the spring of each subsequent year. The goal will be to increase the same cohort performance on the SAT9 by at least five national percentile ranks each year thereafter, or 20% over the life of the charter.

The Gates-McGinitie test (which is used by Edison to test students throughout its program, including grades 6-8), will also be administered to test reading levels. The Woodcock-Johnson test will be used if the Gates-McGinitie deems it necessary in order to qualify for Wilson Reading.

The SAT 9 will be administered to gauge the progress of students and to create a standardized basis for measuring schools' achievement and growth.

In addition to these assessments, Edison Benchmark Assessments will also be given. The Benchmark System is based on monthly assessments administered in writing, reading, math, science and social studies in grades two through eight. No better program is known to exist to Edison that gives the kind of feedback the Benchmark Assessments provide. The Benchmarks allow the identification of strengths and weaknesses of individual students as they apply to the students' achievement of their educational goals and performance standards.

The Edison Benchmark Assessments are designed to support a comprehensive program of teaching and learning. They are *not* designed for the exclusive and narrow purpose of boosting standardized test scores. Although the Benchmarks will undoubtedly help familiarize students with the format of standardized tests, they are designed to be a diagnostic tool within Edison's comprehensive education program and school design.

Benchmark Assessments have several important purposes. Their primary goal is to help teachers improve their classroom instruction by providing regular feedback regarding the students' knowledge of particular strands of instruction. Students' retention within a strand can be monitored and graphed to provide important information to teachers during their lesson planning. For the criterion-referenced assessments, the scoring process also fosters a common understanding among teachers and students of what quality work looks like.

The Benchmarks offer teachers the unique opportunity for a monthly gauge of students' knowledge of Indiana, Edison, and national testing strands. These assessments take the form of short quizzes that mirror criterion-referenced and norm-referenced tests. This means, for example, that certain tests will require open-ended problem solving or persuasive writing along with traditional multiple-choice questions. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics.

Across the system, Benchmark Assessments are administered in all disciplines at roughly the same time each month. Each testing month, the school will receive test kits and have a four-week period in which to administer the tests. The kits contain the tests themselves, teaching notes that discuss solution strategies and additional examples for each individual question, grading rubrics for open-ended questions, and all necessary scoring procedures. These materials also are posted on Edison's intranet, The Common, to be downloaded by IRA as needed. Scores are reported to Edison headquarters via an electronic template provided on The Common, or via a paper form provided in the test kits. Edison headquarters then compiles and charts each month's scores and reports these results back to the school. Both Edison and the school then are able to track students' progress in meeting Indiana, Edison, and national testing strands.

IRA will maintain ongoing and regular communication with parents, staff, the community, and the local and state school boards.

IRA will report quarterly on student performance measures such as attendance, performance on Edison's Benchmark Assessments, and parent-student participation with Quarterly Learning Contract conferences. Each quarter teachers will complete a unique report card called the Quarterly Learning Contract, which is a special narrative report that tracks student progress against academic standards and sets goals for improvement. This is in contrast to the typical American report card that grades progress relative to each teacher's subjective classroom standards. Teachers will use the results to adjust their instruction to meet individual student needs. The Benchmarks are available online through an Internet-based system that will enable tests to be created, delivered, and reported electronically.

IRA will also report annually on all student achievement measures in a year-end School Report Card. This comprehensive report will be forwarded by the Board to the chartering authority upon completion. The report will include information about student performance on standardized tests; student performance

on Edison's common performance assessments; levels of parent, staff, and student satisfaction; and the degree to which the school met its budgetary requirements.

D. Special Student Populations

- *Special Education*

IRA will comply with applicable state laws, the Individuals with Disabilities Education Act (IDEA & IDEA-97), the Family Educational Rights and Privacy Act (FERPA), and section 504 of the Rehabilitation Act of 1973. Edison will aim to work with the local districts to comply with all individual education plan (IEP) recommended by the committee or subcommittee on special education of local districts. Edison may provide services both directly and under contract with outside providers.

The Board and Edison are committed to a program of responsible inclusion for students with special needs. This means that Edison will offer an education program designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom. IRA will then provide an ample number of special-education teachers to work with teachers and special needs students within the regular classroom—and also in separate settings, when necessary to meet the individualized needs of the child. Special Edison Support (SES) staff and classroom teachers work together to ensure that special students remain activated and focused.

SES staff work with special students for intensive, short-term "pull-asides," returning them to classroom activities with support materials, plans, and follow-up. SES staff also provide strategic direct instruction for some individual students—one-to-one and in small groups—within classrooms or in a resource setting, as determined by the IEP team. In addition, SES staff provides classroom teachers with strategic modeling, materials, and follow-up that elaborate instruction and practice for special students. SES staff regularly reviews each student's level of service and adjusts it to meet his or her academic and social learning needs. When "inclusion" proves not to be a responsible educational arrangement for an individual child, the school convenes an IEP meeting to discuss with the team appropriate services for the student. In IRA, special education assessment procedures provide valuable information to teachers, to parents, and to the student—all of whom are fully informed. And the school will use appropriate IEP procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing IEPs, maintaining student records, and reporting to federal and state authorities.

- *Referral process*

<u>Level 1: House Team Problem Solving</u>
Teachers first bring concerns about a student's welfare and/or academic progress to the House team, where the team suggests and plans out interventions. This House-level problem solving focused on responding to a student's needs is both frequent and structured. The house revisits the effects of the interventions over time. House-level meetings can include input from schoolwide resource people, such as the special-education teacher, the technology director, or the reading coordinator. Intervention strategies vary widely to fit the situation, often involving changes in classroom practices and increased parental involvement.

<u>Level 2: Family and Student Support Team (FASST)</u>
If concerns persist and the House-level strategies are not sufficiently effective, the House team refers to the FASST, with information about what has been tried. Generally directed by the school's Students

Support Manager, the core FASST includes the parent(s), the classroom teacher, the special educator, and the principal.

This team then takes one of three routes to respond to the student's need. They either:

1. refer the concern to the Climate Committee to consider school wide strategies for improving the community climate and social interactions;
2. refer the concern to the appropriate outside agency or service provider (i.e. eye doctor, nurse, community health agency); or
3. convene a FASST meeting to plan effective intervention, which can include strategies for the classroom, the wider school, and/or the home environment. This agreed upon plan then becomes that student's Individual Action Plan, which is tracked by a case manager with check-backs with the team.
4. If these attempts are insufficient to ameliorate the student's needs, pre-referral efforts are initiated, consistent with IDEA and state regulations.

Please see TAB 3 for specifics regarding the Bilingual Program.

IV. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. Budget and Financial Matters

- *Budget*

The budget for school's start-up and its first five years of operation is provided in TAB 4.

- *Assumptions*

All assumptions for revenues and expenditures are either based on Edison's historical expenditures in the operation of its other 136 schools or direct research into revenues and costs of the state of Indiana, including the retention of a revenue consultant formerly employed by the Indiana Department of Education.

Student Enrollment Breakdown by Year

Year 1	2003-04	Grades K-7	948 students
Year 2	2004-05	Grades K-8	1044 students.
Year 3	2005-06	Grades K-8	1044 students
Year 4	2006-07	Grades K-8	1044 students
Year 5	2007-08	Grades K-8	1044 students

- *Rationale*

The founders of IRA have come together to open this school because there is a great need in the community for a new choice in public schools. Only 16% of the students in 8th grade in the Indianapolis Public School system are producing acceptable scores on the I-STEP. In a district of 40,000 students that means over 32,000 are not being served by the system. We feel it is our responsibility to help these students as soon as possible.

IRA has partnered with Edison in part because they are the leading private manager of public schools and capable of managing a school of this size. The average Edison school enrollment is 800 students and Edison currently operates schools with populations in excess of 1,000 in Detroit, Chicago, Kansas City, Miami, San Diego and Washington DC – most of which are independent charter schools.

Finally, there is benefit to scale that allows access to resources that are not easily provided by smaller schools. For example, IRA will be housed in a brand new state-of-the-art facility with a full voice, video and data networks. All of the IRA teachers will have laptops and the school will have brand new materials for its students. Teachers will spend several weeks being trained in these materials before the first day of school.

- *Evidence of Parental Demand*

In TAB 5 are signatures of over 200 parents who are very supportive of opening IRA to serve the students of Indianapolis. This is very impressive given that no formal recruitment or marketing activity has occurred. As the information below illustrates, marketing activity for the school will be a concerted effort that significantly engages the community. The information collected here will provide an excellent foundation for populating the school.

- *Recruiting and Marketing*

We believe that students and families should have as much information as possible about the vision and mission of the proposed schools before the due date for submitting student registration forms. Brochures, pamphlets, and fliers will be readily available for interested families, and all materials are translated into relevant languages for the community.

Informational meetings for interested families will be scheduled and advertised in the surrounding community. In other sites across the country, Edison has used print, radio, and grassroots efforts to promote these meetings and in turn secured the service of translators for the actual events. The specific recruiting and marketing plans for IRA will be developed in greater detail when the charter is granted and the school site is confirmed.

Furthermore, we have found that "harder to reach" families are best reached in one way: direct, personal contact. In opening schools across the country, Edison has gained experience working in communities in which phone contact is not possible. In those cases, both the Board and Edison are committed to going door to door to share information with families. The Board is committed to hosting family meetings in churches, community centers, and even outside in those areas in which there is great foot traffic.

- *Admission Procedures*

We seek to enroll in the school students who reflect the diversity of the surrounding community. Our school will not require entrance exams nor charge a fee, and there will be no discrimination against any student on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful. Admission of students shall not be limited on the basis of intellectual ability, creed, gender, national origin, religion, or ancestry. Student selection will be an open and carefully monitored process.

- *Responsiveness to Families*

All parents and students will be notified about selection according to an agreed-upon time line. All students selected to attend the schools will be invited to participate in orientation events in the spring and summer before IRA opens.

- *Admissions Lottery*

Students are selected on the basis of an open lottery. An admissions lottery must be conducted each subsequent year for the entering kindergarten class and for any new grade level(s) added to the school. In addition, spaces in existing grades will be filled by lottery in subsequent years. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. The lottery procedures are as follows:

- All students who apply have equal chance for admission. A drawing will be held and each child will have his or her name entered.

- A sibling preference will apply to families seeking to enroll more than one child in the school. An applicant for admission to kindergarten or any newly established grade who is a sibling of a student or students currently enrolled at the school will be placed in the next available space either in the school or on the waiting list.

- The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process will then repeat until all spaces have been filled.

The waiting list will be developed in accordance with the above procedures.

B. Governance and Management

- *Governance*

Governing and policy-making authority and fiduciary responsibility for IRA will rest with the Board of Trustees.

The Board will operate in accordance with a set of by-laws and in keeping with applicable public meeting requirements according to state statute. Articles of incorporation and proof of not-for-profit status are provided in TAB 2. The Board will conduct its business at regular, monthly meetings and at such committee meetings as may be necessary.

- *Administrative Structure*

The Principal and Edison will report directly to the Board. Edison and the Principal will be responsible for seeing to it that IRA operates in a manner consistent with its charter and with all Board directives and policies.

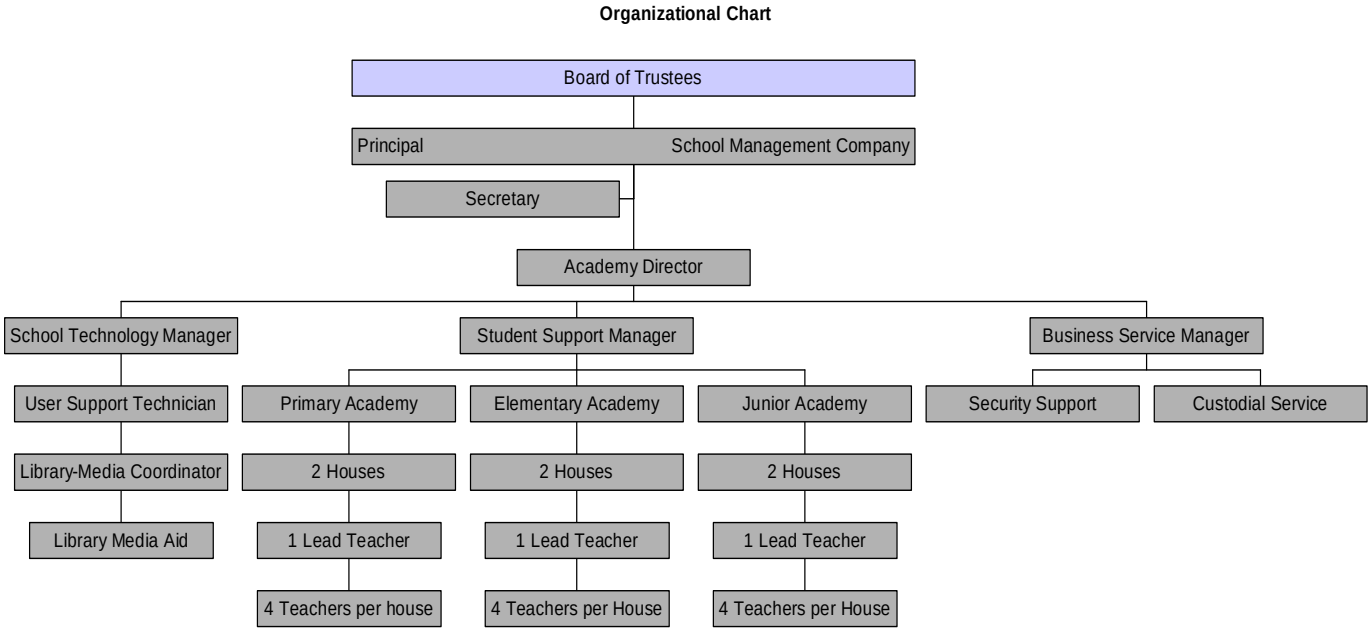
At IRA, authority will be decentralized where appropriate. Each decision making unit will be accountable for results, rather than routines, and the Principal and teachers will exercise their authority to shape students' educational experiences.

The Principal will create a Leadership Team for IRA, which will consist of the School Technology Manager, the Business Services Manager, the Student Support Manager, the Special Edison Coordinator, and the lead teachers for each house. The Principal may add members on a standing or ad hoc basis.

The Leadership Team will be responsible for supporting the Principal in recommending and assuring development of necessary school policies and procedures that support continuous improvement; monitoring student achievement and progress; assuring adjustments or changes in practice to improve student achievement and school quality; and providing leadership in collaboration with the Principal in supporting school change. The Leadership Team also will assist the Principal in developing school policies recommended to the Board, coordinating school services and programs, and fulfilling school planning and public reporting requirements. The Board will be ultimately responsible for adopting policies for IRA.

Teachers will exercise professional authority and judgment in deciding matters concerning instruction and learning. House teams will decide on procedures for supervising students in accordance with school policies and will agree on strategies to help students meet academic standards. Families will work closely with teachers and share responsibility for supervising and supporting their children in accordance with agreements forged at quarterly conferences.

See organizational chart for a description of administrative positions and reporting relationships.



- *Decisionmaking*

The members of the Board shall normally make decisions by consensus of the members present, except as otherwise provided by these by-laws. The members present at a meeting may decide by a 2/3 majority vote to replace consensus decision-making by a 2/3 majority vote at any time, except as otherwise provided by these by-laws. Any member can make a motion for decision by vote at any time.

- *Board Recruitment and Selection*

Recruitment and selection of individuals for the Board will be in accordance with the bylaws.

- *Board Development*

The Board will adopt a code of ethics that will outline the Board's role and responsibilities and provide a standard for continued evaluation and development. A draft of the code is provided:

Board Development
- The Board will design and adhere to a clear decision-making process within our Board.
- The Board will establish reliable mechanisms for communicating with staff, parents, and members of the community.
- The Board will open our Board meetings to the public as required by state law.
- The Board will keep accurate minutes of all Board meetings.

Conflict of Interest
- Board members will disclose when they have a financial, organizational, or personal interest in a matter before the Board.
- Board members will abstain from voting on matters in which they may have a financial, organizational, or personal interest.
- No trustee, officer or employee of a for-profit corporation having a business relationship with the Board shall serve as a voting member of the Board.

School Operations
- The Board will ensure operational compliance with the terms of the charter agreement.
- The Board will ensure that all general and administrative expenses on behalf of the Board are both reasonable and necessary.

Legislative Relations
- The Board will provide timely, comprehensive, responsive, and truthful responses to any inquiries from our charter authority or a governing state agency.
- The Board will provide our charter authority with accurate reports on the academic and financial progress of our charter school.
- The Board will submit accurate and timely reports to any and all applicable agencies.

Financial Accountability
- The Board will ensure that accurate financial records are kept and maintained.
- The Board will provide detailed financial accounting to our charter authority on a regular basis and upon request.
- The Board will ensure that the charter school operates in accordance with an approved budget.

School Management Companies
- The Board will regularly communicate with the school management company and school principal.
- The Board will monitor the compliance of the school management company with the school management agreement and will comply with the agreement.
- The Board will remain engaged in the affairs of the school.

- *Describe the roles and responsibilities of the school leader, other key personnel*

The Principal will articulate the purposes and mission of IRA, accurately interpret the school design, and establish high expectations for school performance and student results. He or she will identify needs for teacher, staff, parent, and community participation in the life of IRA and will effectively organize and

delegate authority to school teams and boards. The Principal also will lead the development of a school wide system of accountability based on student academic standards and school performance standards. The Board will hold the Principal accountable for school performance, including academic progress, faithful implementation of the Edison design, customer satisfaction and financial management. The Principal will also create the Leadership Team. Please refer to Tab 1 for information on the school leader and other key personnel.

- *Board responsibilities will include:*

- Approval of all school policies, including a student code of conduct;
- Selection of school facilities and approval of renovation plans;
- Approval of the employment of the Principal and other staff members;
- Approval of an annual operating budget and monthly financial reports;
- Development of a Management Agreement with an educational management company and the regular review of the company's performance; and
- Submission of all required reports and documents to the Department of Education.

- *Why Edison Schools Inc.*

The Governing Board of Indianapolis Respect Academy (Board) has chosen to partner with Edison because it is the leading education management organization. Based on its comprehensive research, high levels of effectiveness and vast experience working with urban populations in low socio-economic environments, the Board believes Edison will be able to provide the high caliber education that the children of Indianapolis need. Most importantly, due to Edison's unique design, IRA will be able to provide *every child* with a small school experience while taking advantage of the economic benefits that a large-scale school can provide.

In addition to these objective factors, Bishop T. Garrott Benjamin Jr., founder of Indianapolis Respect Academy has also had a longstanding relationship with Reverend Floyd Flake, President of Edison Charter Schools division. This historical relationship combined with Edison's record of achievements made Edison Schools the clear choice.

- *Brief History of Edison Schools Inc.*

Edison Schools Inc., founded in 1992 as The Edison Project, is the country's leading private manager of public schools. After engaging in three years of intensive research and development to design innovative schools that could operate at public school spending levels, Edison opened its first four schools in August of 1995, and has grown rapidly in every subsequent year. The growth has been fueled by the demonstrated success of our schools, as measured by significant improvements in student academic performance, high levels of parent satisfaction, and waiting lists in many schools.

- *Education philosophy of Edison Schools Inc.*

The mission of Edison is to provide an exemplary education to all students. It is intended to provide a world-class education to develop understanding, inquiry, and good citizenship. The students at Edison Schools become literate and numerate in the liberal arts tradition. With a longer day, the schools provide more time for the curriculum in reading, math, science, social studies, and the arts than is the norm in the Indianapolis School District. Starting with the philosophy that *effective learning is active learning*, the Academies, mentioned earlier, adapt several broad instructional strategies. Recognizing that students learn in different ways, the instructional program is designed to address varied learning styles. And

because research clearly favors some instructional methods over others, Edison has chosen those with documented effectiveness.

- *Historical Results of Edison Schools Inc.*

As the Edison system has grown, so too has the record of performance in opening schools; implementing a comprehensive school design; satisfying our customers; and, most importantly, raising student achievement. Sixty-two percent of Edison students are African-American, with another twenty percent are of Hispanic heritage. Sixty-five percent of Edison students now participate in the federal free and reduced-price lunch program. These students come from families with incomes at or below the poverty levels established by the federal government.

Most importantly, Edison has a strong record of improving student learning and achievement, as summarized below:

- For the 2000-2001 school year the average annual rate of gain of Edison students, in the core areas of reading, language arts, spelling, writing, and mathematics, was 5 percentiles on nationally normed tests and 7 percentage points on criterion-referenced tests. These gains represent improvements of one point in each case over the annual gains reported for 1995–99, and are the highest gains reported by Edison to date.
- Achievement gains have improved while Edison schools have enrolled higher percentages of economically disadvantaged students—now 70 percent, up from 65 percent in the previous year.
- Edison schools are advancing achievement, not only by substantial margins but with greater consistency as well. Since opening, 84 percent of Edison schools have posted positive achievement trends.
- Edison serves a high minority population, and minority students are showing strong achievement gains. Interestingly, many of the Edison schools that are succeeding have predominantly minority enrollments. The consistent and sizable gains Edison has been making nationwide are with the students who need great schools the most.

C. Transportation

IRA will provide transportation for all students who do not have their own means of transportation to attend school. IRA will accomplish this by using a multi-pronged approach based on Edison's experience with transportation in other cities where it operates charter schools. Given the large size of Marion County, it is impossible to provide an accurate portrayal of how the transportation will actually occur for students until the physical location of the individual students is known, however we can share some of the strategies that will be used.

- *Experience*

IRA will learn from the experience of Edison in addressing the transportation needs of charter schools of this size. It has been Edison's experience that in citywide charters with populations over 900 students, greater than 80% of the student body provides their own transportation or walks. Edison's expense history shows that the average cost for a school is approximately $325 per student. IRA has based our costs on $300 per student (annual budget of $300,000) and we are assuming that 50% of our students will need transportation.

In addition, as Edison works closely with The Imani School for Excellence to implement its educational program in the 2002-2003 school year, we anticipate that the knowledge that will be gained from that experience will be of significant benefit as IRA develops its transportation plan.

- *Contracted Services*

We have contacted three of the largest national school bus service providers, Durham, First Student and Laidlaw to begin transportation negotiations. While our conversations have been limited due to the lack of knowledge about the actual location of the students, each company has provided preliminary proposals that are within the range of our budgeted amount.

We are also in discussions with IndyGo and local livery companies to explore other transportation options. While it is our preference to use traditional school buses, we must take into account the student whose address makes it impractical to include as part of a normal bus run and is better served by specialty service. This practice has been used successfully by numerous school districts across the country and at other Edison schools.

All drivers of any contracted services will be put through the necessary background screening and provided the appropriate insurance to guarantee the safety of the students.

In addition to contracting for bus service, we will also contract for travel route planning services. Most of the major transportation companies have sophisticated route planning software designed specifically for creating new bus routes as new schools come online. Use of this software will guarantee the most efficient use of our limited transportation resources and provide students with the shortest routes to school.

Bilingual Program

The Board and Edison will jointly decide on the best approach for the schools among Edison's four models of instruction for Students Acquiring English (SAEs). Edison usually recommends the maintenance bilingual program to schools with a Spanish-speaking population of more than 20 students. This program allows students to preserve their home language as they develop their abilities in English. In schools where this program is not feasible due to the numbers of Spanish-speaking students, Edison supports three other models for language acquisition. The Board and Edison are committed to ensuring that the program implemented will be based on best practice and will achieve the best possible results.

The models detail how students learn English and master the rest of the curriculum—how students are grouped, what kinds of teachers provide instruction, what language is used for instruction under different circumstances, and more. In addition, the models provide frameworks for customization. First, all students will be grouped in houses that are heterogeneous with respect to language background, native language proficiency, and English proficiency. Students will be together for the duration of their stay in an academy. Students from varying language backgrounds are not segregated from one another; they will learn with and from one another. Students with different language backgrounds will work together during morning meeting, music, art, and physical fitness. In general, all students will learn together when high levels of English-language proficiency are not required. Appropriate groupings for English-language reading, writing, and language arts, as well as mathematics and other core subjects will be established according to the results of a balanced set of formal and informal measures. Students from varying language backgrounds will receive the same academic content as those students who are native English speakers. Whether teaching will involve Specially Designed Academic Instruction in English or SDAIE (also referred to as Sheltered English) or the student's native language, the subject matter remains the same. Time commitments will also be essentially the same. All students will receive a minimum of two and a half hours of reading and language arts instruction daily in English and a second language.

There are many ways to identify students in need of language services. The initial identification process consists of the following:

I. Home Language Survey
II. English Language Proficiency Assessment
III. Bilingual/ESOL committee
III. Parent Notification of Assessment Results

I. **Home Language Survey**
Initial registration form: Parents indicate if another language is spoken at home. This is the first opportunity to identify how many second language learners there may be. An official registration form will contain questions regarding home language and previous bilingual services.

Home Language Survey: When any child is enrolled in the school for the first time, parents complete a home language survey. If the survey indicates a language other than English, the student must be referred for language proficiency testing. All students will have a Home Language Survey on file and kept with the students' permanent records.

II. **English Language Assessment**
All students with a primary language other than English will be assessed for English Language Proficiency. English proficiency assessment includes listening, speaking, reading and writing. English testing and program placement must occur within the first four weeks of school.

Kindergarten and First grade students with home language surveys indicating a language other than English will be assessed using only the oral proficiency test.

Second graders and above will be tested for both oral and written English proficiency.

III. **Bilingual/ESOL Committee**

A bilingual/ESOL committee will be established at the school. The committee will consist of:

- a certified ESOL or bilingual teacher assigned to appropriate class
- a certified teacher assigned to appropriate class
- a campus administrator
- campus coordinator
- additional members as required

All members must obey all laws and rules governing confidentiality of students.

This committee will perform all duties required to identify, place, serve and monitor LEP students including:

- create the school's vision, goals, and objectives concerning their bilingual program;
- review all student information including home language survey, past academic records, and teacher and parent observations for the purpose of initial identification;
- review test results, taking into consideration parent and student interview and teacher feedback to place students in appropriate educational program;
- inform parents/guardians in English and their home language, when possible, of all placement, redesignation, and exit;
- review placements of all identified students yearly, regardless of program placement (This includes the progress of students who have been waived or withdrawn from the program.);
- monitor progress of students who have been exited from the program for a minimum of two years;
- ensure records are updated, signed, and filed with student records;
- maintain accurate minutes of all meetings and have minutes on file at campus site; and

review all local, state, and national test results for indicators of student progress

Development Budget Non-Personnel Summary

Edison K-8

Instruction Expense	2004 Total	2004 Avg. Per Pupil	2005 Total	2005 Avg. Per Pupil	2006 Total	2006 Avg. Per Pupil	2007 Total	2007 Avg. Per Pupil	2008 Total	2008 Avg. Per Pupil
Contracted Purchased Services										
Consultants	$4,779	$5	$5,538	$5	$5,704	$5	$5,875	$6	$6,051	$6
Outside Services Purchased	$2,188	$2	$2,342	$2	$2,381	$3	$2,421	$3	$2,462	$3
Pupil Special Services	$92,324	$99	$106,980	$102	$110,190	$106	$113,496	$109	$116,900	$112
Rent/Lease Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
District Buybacks	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Benchmark Assessments (2nd - 10th grades)	$9,257	$10	$11,124	$11	$11,457	$11	$11,801	$11	$12,155	$12
Subtotal Contracted Purchase Services	$108,548	$117	$125,984	$121	$129,732	$124	$133,593	$128	$137,569	$132
Supplies & Materials										
Durable Curriculum Materials	$4,640	$5	$5,377	$5	$5,538	$5	$5,704	$5	$5,875	$6
Core Curriculum Consumables	$87,000	$94	$98,571	$97	$101,528	$99	$104,574	$102	$107,711	$106
Classroom Supplies	$24,314	$26	$28,173	$27	$29,019	$28	$29,889	$29	$30,786	$29
Special Education Materials/Services	$4,779	$5	$5,538	$5	$5,704	$5	$5,875	$6	$6,051	$6
Athletic Supplies & Equipment	$12,992	$14	$19,356	$14	$19,936	$15	$20,535	$15	$21,151	$16
Paper Supplies/Repro Costs	$9,837	$11	$11,398	$11	$11,740	$11	$12,093	$12	$12,455	$12
Extracurricular Supplies	$1,912	$2	$2,215	$2	$2,282	$2	$2,350	$2	$2,421	$2
Training & Meeting Materials	$1,912	$2	$2,215	$2	$2,282	$2	$2,350	$2	$2,421	$2
Subtotal Supplies & Materials	$147,385	$159	$172,843	$164	$178,029	$168	$183,370	$174	$188,871	$179
Travel Expense										
Transportation	$28,675	$31	$0	$0	$0	$0	$0	$0	$0	$0
Subtotal Travel Expense	$28,675	$31	$0	$0	$0	$0	$0	$0	$0	$0
Repair & Maintenance										
Repair & Maintenance - Equipment	$2,868	$3	$3,323	$3	$3,422	$3	$3,525	$3	$3,631	$3
Subtotal Repair & Maintenance	$2,868	$3	$3,323	$3	$3,422	$3	$3,525	$3	$3,631	$3
Other Expense										
Conference Fees	$6,691	$7	$7,753	$7	$7,986	$8	$8,225	$8	$8,472	$8
Miscellaneous.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$9,698	$10	$11,237	$11	$11,574	$11	$11,921	$11	$12,279	$12
Property and Casualty Insurance	$11,600	$13	$13,442	$13	$13,845	$13	$14,260	$14	$14,688	$14
Turnover Training	$0	$0	$26,630	$26	$28,655	$26	$28,655	$27	$28,655	$28
Subtotal Other Expense	$27,988	$30	$59,062	$57	$62,060	$58	$63,062	$60	$64,094	$62
Total Instruction Expense	$315,464	$340	$361,211	$344	$373,243	$355	$383,549	$365	$394,164	$376

Development Budget Non-Personnel Summary

Edison K-8

Facility Support Expense	2004 Total	2004 Avg. Per Pupil	2005 Total	2005 Avg. Per Pupil	2006 Total	2006 Avg. Per Pupil	2007 Total	2007 Avg. Per Pupil	2008 Total	2008 Avg. Per Pupil
Contracted Purchased Services										
Facility & Ground Maintenance Services	$9,558	$10	$11,076	$11	$11,408	$11	$11,750	$11	$12,103	$12
Student Transportation	$210,192	$227	$243,560	$233	$250,867	$240	$258,393	$248	$266,145	$255
Subtotal Contracted Purchase Services	$219,750	$237	$254,636	$244	$262,275	$251	$270,143	$259	$278,247	$267
Supplies & Materials										
Custodial Supplies	$14,338	$15	$16,614	$16	$17,112	$16	$17,625	$17	$18,154	$17
Subtotal Supplies & Materials	$14,338	$15	$16,614	$16	$17,112	$16	$17,625	$17	$18,154	$17
Travel Expense										
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Subtotal Travel Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Communication										
Communication - Regular	$38,234	$41	$44,303	$42	$45,632	$44	$47,001	$45	$48,411	$46
Subtotal Communciation	$38,234	$41	$44,303	$42	$45,632	$44	$47,001	$45	$48,411	$46
Utilities										
Water/Sewer	$19,117	$21	$22,152	$21	$22,816	$22	$23,501	$23	$24,206	$23
Gas/Electric	$76,467	$82	$88,606	$85	$91,265	$87	$94,002	$90	$96,823	$93
Subtotal Utilities	$95,584	$103	$110,758	$106	$114,081	$109	$117,503	$113	$121,028	$116
Repair & Maintenance										
Repair & Maintenance - Facility/Grounds	$4,779	$5	$5,538	$5	$5,704	$5	$5,875	$6	$6,051	$6
Repair & Maintenance - Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Repair & Maintenance - Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Subtotal Repair & Maintenance	$4,779	$5	$5,538	$5	$5,704	$5	$5,875	$6	$6,051	$6
Other Expense										
Miscellaneous	$1,912	$2	$2,215	$2	$2,282	$2	$2,350	$2	$2,421	$2
Property & Casualty Insurance	$11,600	$13	$13,442	$13	$13,845	$13	$14,260	$14	$14,688	$14
Subtotal Other Expense	$13,512	$15	$15,657	$15	$16,126	$15	$16,610	$16	$17,108	$16
Total Facility Support Expense	$386,196	$416	$447,505	$429	$460,930	$442	$474,758	$455	$489,001	$468

Development Budget Non-Personnel Summary

Edison K-8

Technology Expense	2004 Total	2004 Avg. Per Pupil	2005 Total	2005 Avg. Per Pupil	2006 Total	2006 Avg. Per Pupil	2007 Total	2007 Avg. Per Pupil	2008 Total	2008 Avg. Per Pupil
Contracted Purchased Services										
Outside Purchase Services	$4,863	$5	$5,635	$5	$5,804	$6	$5,978	$6	$6,157	$6
Subtotal Contracted Purchase Services	$4,863	$5	$5,635	$5	$5,804	$6	$5,978	$6	$6,157	$6
Supplies & Materials										
Library/Media Materials	$25,984	$28	$30,109	$29	$31,012	$30	$31,943	$31	$32,901	$32
Computer Supplies	$4,918	$5	$5,699	$5	$5,870	$6	$6,046	$6	$6,228	$6
Software	$4,918	$5	$5,699	$5	$5,870	$6	$6,046	$6	$6,228	$6
Audio/Visual Supplies	$1,856	$2	$2,151	$2	$2,215	$2	$2,282	$2	$2,350	$2
Subscriptions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Subtotal Supplies & Materials	$37,677	$41	$43,658	$42	$44,968	$43	$46,317	$44	$47,706	$46
Travel Expense										
Transportation	$5,568	$6	$6,452	$6	$6,645	$6	$6,845	$7	$7,050	$7
Subtotal Travel Expense	$5,568	$6	$6,452	$6	$6,645	$6	$6,845	$7	$7,050	$7
Repair & Maintenance										
Repair & Maintenance - Equipment & Contracts	$23,200	$25	$26,883	$26	$27,689	$27	$28,520	$27	$29,376	$28
Repair & Maintenance - Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Subtotal Repair & Maintenance	$23,200	$25	$26,883	$26	$27,689	$27	$28,520	$27	$29,376	$28
Other Expense										
Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Communication - Technology	$20,394	$22	$23,632	$23	$24,340	$23	$25,071	$24	$25,823	$25
Subtotal Other Expense	$20,394	$22	$23,632	$23	$24,340	$23	$25,071	$24	$25,823	$25
Total Technology Expense	$91,702	$99	$106,259	$102	$109,447	$105	$112,730	$108	$116,112	$111

Development Budget Non-Personnel Summary

Edison K-8

Administration Expense	2004 Total	2004 Avg. Per Pupil	2005 Total	2005 Avg. Per Pupil	2006 Total	2006 Avg. Per Pupil	2007 Total	2007 Avg. Per Pupil	2008 Total	2008 Avg. Per Pupil
Contracted Purchased Services										
Rent/Lease Equipment	$10,672	$12	$12,366	$12	$12,737	$12	$13,119	$13	$13,513	$13
Advertising	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Pupil Special Services, non SPED	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Wednesday University Staff	$59,644	$64	$69,113	$66	$71,186	$68	$73,322	$70	$75,522	$72
Subtotal Contracted Purchase Services	$70,316	$76	$81,479	$78	$83,924	$80	$86,441	$83	$89,034	$85
Supplies & Materials										
Office Supplies	$13,939	$15	$16,151	$15	$16,636	$16	$17,135	$16	$17,649	$17
Subtotal Supplies & Materials	$13,939	$15	$16,151	$15	$16,636	$16	$17,135	$16	$17,649	$17
Travel Expense										
Transportation	$6,496	$7	$7,527	$7	$7,753	$7	$7,986	$8	$8,225	$8
Lodging	$2,868	$3	$3,323	$3	$3,422	$3	$3,525	$3	$3,631	$3
Subtotal Travel Expense	$9,364	$10	$10,850	$10	$11,175	$11	$11,511	$11	$11,856	$11
Repair & Maintenance										
Repair & Maintenance - Equipment	$4,779	$5	$5,538	$5	$5,704	$5	$5,875	$6	$6,051	$6
Repair & Maintenance - Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Subtotal Repair & Maintenance	$4,779	$5	$5,538	$5	$5,704	$5	$5,875	$6	$6,051	$6
Other Expense										
Teacher/Volunteer Recruiting Expense	$5,250	$6	$6,083	$6	$6,266	$6	$6,454	$6	$6,648	$6
Bank Service Charges	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Subtotal Other Expense	$5,250	$6	$6,083	$6	$6,266	$6	$6,454	$6	$6,648	$6
Total Adminstration Expense	$103,648	$112	$120,102	$115	$123,705	$118	$127,416	$122	$131,238	$126
Property Tax	$31,441	$34	$40,108	$38	$28,116	$27	$16,124	$15	$4,132	$4
Total Non-Personnel Expense	$928,451	$1,000	$1,075,185	$1,028	$1,095,440	$1,046	$1,114,577	$1,065	$1,134,648	$1,085
% of sales	17.8%		17.3%		17.1%		16.8%		16.6%	